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ABSTRACT

The paper examines four management models that could be adopted for use by teacher supervisors. Specifically, the models discussed deal with communication, the Managerial Grid, planning, and the decision-making/problem-solving process. The communication model examines four interaction approaches: developmental, controlling, relinquishing, and defending. The Managerial Grid looks at the relationship between a concern for people and a concern for production or performance. The planning model examines four planning approaches: purposeful, traditional, entrepreneurial, and crisis. The planning process examines objective setting, problem-solving, decision-making, and programming. The author takes the position that such models help clarify supervisory practice into meaningful constructs. Further, since the models focus on the tools necessary for effective instructional and rational decision-making, the use of such models in supervision puts into practice those very processes that supervisees are expected to demonstrate in the classroom. (Author)

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Abstract

The paper examines four management models which could be adapted for use by teacher supervisors. Specifically, the Models discussed deal with Communication, Blakes Managerial Grid, Planning, and the Decision Making-Problem Solving process. The Communication Model examines four interaction approaches: Developmental, Controlling, Relinquishing, and Defending. The Managerial Grid looks at the relationship between a concern for people and a concern for production or performance. The Planning Model examines four planning approaches: Purposeful, Traditional, Entrepreneurial, and Crisis. The Planning Process examines Objective Setting, Problem Solving, Decision Making and Programming.

The author takes the position that such models help to clarify supervisory practice into meaningful constructs. Further, since the models focus on the tools necessary for effective instruction and rational decision making, the use of such models in supervision puts into practice those very processes which supervisees are expected to demonstrate in the classroom.

MANAGEMENT MODELS IN TEACHER SUPERVISION

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Viable teacher supervision models can be based or patterned after those used in Management. People who have worked in the classroom appreciate the fact that the resources by which teachers are helped to grow are all too few. One need only examine the literature in Educational Supervision to realize the paucity of viable models concerned with Supervisory practices that, in fact, contribute to the professional growth of those who work with children. Thus, it is refreshing to examine models developed and used in management theory and practice which are hightly applicable for the teacher supervisor. The educational supervisor operates in a school much as a manager in industry might, to help individuals become more effective in their profession. Much of the literature in Management concerns itself with strategies for helping people become better decision makers and problem solvers, with strategies for becoming more effective in achieving goals and influencing others. The competent teacher is a skilled decision maker and problem solver and effectively influences people and situations in the school environment. Thus, models developed and practiced by management in industry can be useful to teacher supervisors. This paper examines a few management models which can be adapted for use by educational supervisors.

A. The Planning Process

The teacher is a decision maker and problem solver; thus, any worthwhile supervisory process must facilitate the development of such skills. The scientific method is basic to most management models concerned with problem solving and decision making. The critical elements of the method are concerned with stating the

problem and relating it to objectives, developing alternatives and making systematic judgments about them and finding ways to test hypotheses.

The key parts of the planning process can be identified as follows: OBJECTIVE SETTING; PROBLEM SOLVING; DECISION MAKING; and PROGRAMMING. Objective setting requires a statement of conditions of being that one wishes to have exist in the future. Problem Solving is that sequence of activities in which obstacles to the achievement of the objectives are specified and data is collected and organized in order to identify, order and weigh alternatives. Decision Making occurs when a particular strategy or alternative is chosen from among those identified. Programming is the working through of the plan, alternative or strategy. The systematic development of action steps such as lesson plar , activities, analyses, evaluation and review procedures is involved.

By using this decision making framework in supervisory sessions, the supervisee learns a systematic approach to rational problem solving through practice. The ability to define a problem and to state an objective can be improved. The opportunity is provided for the supervisee to suggest a number of alternatives for dealing with a particular situation as well as to provide a rationale for selecting a particular one. The use of such a format is basic in dealing with any number of supervisory teaching situations from lesson planning, sequencing, and evaluation, to human relationship problems. The approach focuses on one's ability to establish objectives, to make decisions and to solve problems. Thus the ability to synthesize theory with practice can be demonstrated.

The planning process is common to a number of different Planning approaches. Approaches differ because attitudes, beliefs, and concerns differ. Being able to identify different planning approaches is important in the supervisory process. The approaches used in the Planning Model are described below.

B. The Planning Model

The Planning Model[3], Figure 1, represents four basic approaches to planning: Purposeful, Traditional, Entrepreneurial, and Crisis. The premise is that the approach used by a particular teacher (or manager) is determined by his or her attitudes, assumptions, and concerns represented in this example by the degree of concern for the System (purpose, stability and entirety--diagonal line BE) and the degree of concern for Risk (including innovation and opportunity as a challenge--diagonal line DC). There are two response patterns within each planning quadrant that differ relative to degree of concern towards system stability and degree of concern toward risk. For example, moving clockwise from the Purposeful quadrant, there is an increased tendency toward innovation and willingness to assume risk and less of a concern for the purpose or stability of the total system. Moving counterclockwise from A to C there is high concern for the stability of the system and an increasing hesitation toward risk taking or innovation.

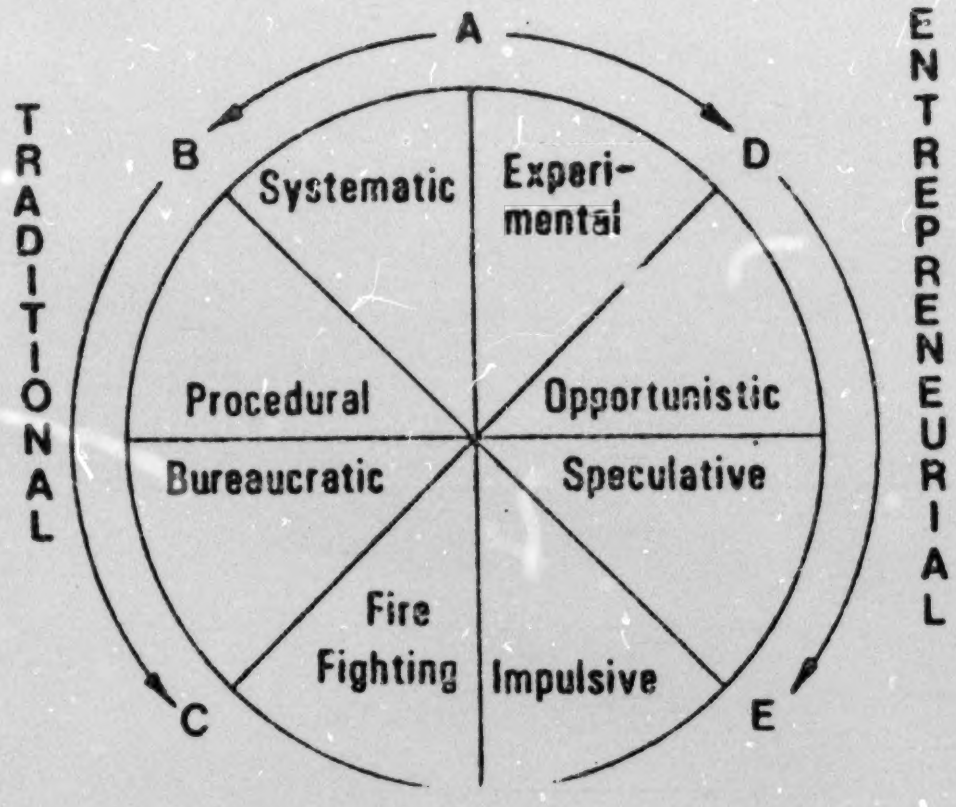
Such a model can be useful in supervision as a frame of reference for describing and analyzing a particular educational plan or for identifying how one's values influence one's approach toward planning. It can also be helpful in determining a starting point from which to begin supervisory discussions. A definition of the planning terms used in the model and planning behavior associated with teaching situations is emphasized.

The Traditional Approach: A high concern for system and stability together with a desire to avoid risk and innovation typifies this approach. These teachers place a high value on tradition and precedent. They desire to avoid rocking the boat and are concerned with maintaining established curriculum and procedural policies. The

SYSTEM (+)
(Purpose, Stability, Entirety)

PURPOSEFUL

RISK (+)
(Risk, Innovation, Opportunity as a Challenge)



RISK (-)
(Resistance to)

CRISIS

SYSTEM (-)
(Negative Concern or Resistance)

Figure 1. Planning Model[3]

"Traditional" teacher is likely to structure a clear cut chain of command so that there is little opportunity for undisciplined action. Close control is maintained to ensure minimum deviation from plans.

Within the Traditional Quadrant, there are the Procedural and the Bureaucratic responses. The Procedural teacher desires to apply established policies, values, rules, regulations and precedent to today's problems. The Bureaucratic teacher goes one step further in that past precedent policies are blindly applied regardless of changing situations. Such a position results in tight control and rigidity. The purpose of policies is not questioned.

The Entrepreneurial Approach: There is little concern about system and stability, and a willingness to accept risk and a desire to take advantage of opportunity. Energetic teachers may over extend themselves on projects possibly unrelated to the total educational purpose. They may become pre-occupied with opportunities for growth, exploration and speculation. They are quick to "get on the bandwagon". Planning is considered impractical since plans restrict freedom. Action is deemed the key to success. Sensitive and creative teachers able to spot trends and take appropriate action are desired. Job descriptions and organization charts are avoided in order to achieve flexibility to respond to opportunities as they emerge. Much reliance is placed on intuition and personal judgment in solving problems.

The Entrepreneurial quadrant includes two response categories--Opportunistic and Speculative. The Opportunistic teacher responds to new opportunities by quickly abandoning the long term directions and purposes of the department. The Speculative response is characteristic of the teacher willing to take chances to get ahead with minimal experimentation, calculation of risk, or planning.

The Crisis Approach: A distorted concern for stability and purpose is reflected in this approach together with an unwillingness to accept risk. Each problem is defined as ultimate and of the highest priority. The response may be Impulsive or unpredictable, operating totally in the moment. Another of its characteristics is Fire Fighting, a concern with solving the problem as it crops up, minimizing immediate risk. Resources are often used inappropriately in the long run. Teachers operating within the Crisis quadrant consider planning impractical and limited to current emergency situations. Priority is placed on current needs and problems. Long range planning is impossible because the future is viewed as unpredictable. Current problems indicate a need to determine causes and to place blame. Thus, to minimize risk, tight control and much checking of students and other personnel is practiced.

The Purposeful Approach: There is high concern for system joined with a willingness to accept risk and a desire to take advantage of opportunity. Risk is weighed and opportunity accepted in light of the anticipated contribution to the total educational purpose. This approach integrates a sense of the total system with long term purpose and direction. The Purposeful quadrant is divided into two response segments. The Systematic response reflects concern for total planning for a particular event, lesson or unit, as relevant to the total system. An Experimental response is characterized by the teacher who constantly seeks facts and information in his or her attempt to exploit opportunity as it contributes to the achievement of over-all educational purpose. Within the Purposeful quadrant, long range planning is systematic but is sufficiently flexible for innovation to occur when new opportunities present themselves. Controls consistent with purpose are employed leaving room for the exercise of initiative.

Though the Purposeful approach is generally considered to be the most appropriate planning response, there may be times when one of the three other approaches is applicable. The selection of an appropriate planning approach depends upon the potential gain or loss, time pressures, severity of the situation, frequency of a problem, and the possible ripple effects. In supervisory practice, different planning approaches may be utilized based upon the above criteria. Thus, the Management Planning Model, Figure 1, can be useful for keeping perspective.

C. Management Styles

Another useful model that can be used for educational supervision is described by Blake and Mouton[1], and called the Managerial Grid. The Grid, Figure 2, identifies two universal ingredients that shape managerial or teacher behavior: i.e., a concern for Production (on the horizontal axis) and a concern for People (the vertical axis).

A given supervisee may have a higher concern for performance factors per se than for student feelings. In such a case, the superviser can use the grid to help the student examine his or her value system. Where the supervisee would like to be on the Grid relative to student concerns and achievement concerns, can be compared with the actual teacher behavior observed in the classroom. If there is a discrepancy between the two positions, a number of strategies can be identified to close the gap. Such procedures have the advantage over intuitive approaches in that supervisory progress and instructional change can be charted. The Grid can be helpful in synthesizing motivational theory and practice by demonstrating the effects of different motivational strategies. Also, it can help prioritize educational concerns.

The use of the Grid has psychological advantages and quite divergent professional positions can be analyzed and discussed without either party feeling personally threatened. The Grid approach helps to focus on problems to be solved and the selection of

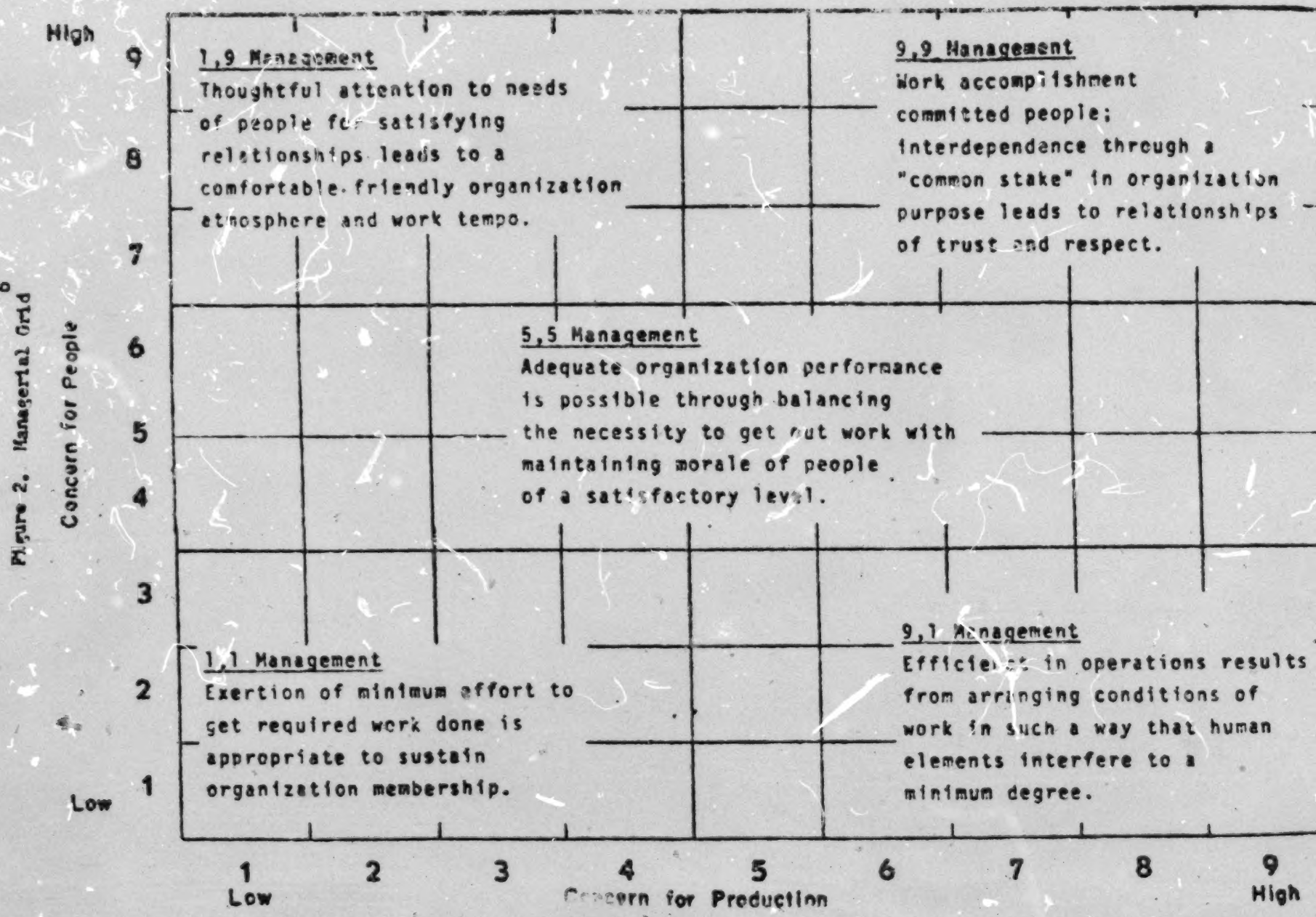

High
9
8
7
6
5
4
3
2
1
Low
1,9 Management
Thoughtful attention to needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo.
9,9 Management
Work accomplishment committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect.
5,5 Management
Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people of a satisfactory level.
1,1 Management
Exertion of minimum effort to get required work done is appropriate to sustain organization membership.
9,1 Management
Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.
1 2 3 4 5 6 7 8 9
Low
Concern for Production
High
Concern for People

Figure 2. Managerial Grid[6]

strategies to achieve a given purpose. Together, the supervisee and supervisor go through the decision making process described earlier. The premise is that unless the supervisor has a good idea of how the supervisee perceives self, there is little chance of effecting a teacher behavior change.

A closer examination of the Grid may be in order. The 1,1 Style describes the teacher who has low concern for students and for performance. Since teachers do become alienated and suffer stress in their work, this style could result. The 1,9 Style describes the teacher who cares a great deal for establishing a satisfying social climate but does not place much emphasis on accomplishment as measured by a variety of educational achievement tests. The 9,9 Style is the teacher whose students are highly motivated, accomplish a great deal and get much satisfaction from their efforts. The 9,1 Style is the teacher who gets results in terms of some identified level of performance but concern with student social learning is minimal. The 5,5 Style represents the teacher concerned with maintaining a balance between performance and social factors.

In general, the Grid Styles reflect the assumptions teachers make about students. These assumptions are defined by McGregor[5] in management literature as Theory X and Theory Y. Theory X assumes that, in general, students have an inherent dislike for work and try to avoid it whenever possible. They are essentially passive by nature and need to be pushed in some way if they are to accomplish anything. Theory Y assumes, on the other hand, that work is natural. Students are not passive by nature and prefer to be active and involved. It is assumed that the student is capable of self direction and does not need pushing and directing in order to progress. The student desires involvement and responsibility and has a desire to contribute to meaningful activity. It is apparent that disciplinary techniques and motivational strategies would differ significantly depending upon the teacher's assumptions regarding student behavior.

Teachers do develop patterns of dealing with problems. An understanding of the different styles not only can help in terms of self analysis and improvement but can enable the supervisor to make predictions based upon isolated examples of behavior. An analysis of teaching behavior includes behavior in the personal area such as how the teacher responds, directs, controls, and interacts with others. It also includes the teacher's responses and reactions to information, data, and processes involved in systematic decision making. Thus, the Managerial Grid and the Planning Model discussed earlier and the following Communication Model serve as frames of reference for analyzing humanistic and systematic concerns.

D. The Communication Model

Communication processes are essentially influence processes. The Model[4], Figure 3, identifies alternate patterns of influence, their characteristics and consequences. Effective communication is that which results in positive action in line with the needs of a given situation. The implication is that in an exchange between the sender and receiver, more than the giving and receiving of instructions is required. Purpose and situational needs also must be clarified. The supervisor or teacher must choose the appropriate communication pattern for dealing with specific problems and the persons involved.

The circle is divided into four quadrants representing four approaches to communication with another, Figure 3. Each quadrant is further sub-divided relative to two basic patterns of action and reaction. Starting at the top of the circle (x) moving counterclockwise, a person attempts to have increasing influence on a situation, moving from informing to enforcing and finally resorting to fighting. Starting at the top of the circle and moving clockwise describes a pattern of decreasing influence, from exploring, accommodating and submitting, to eventual withdrawal from the situation.

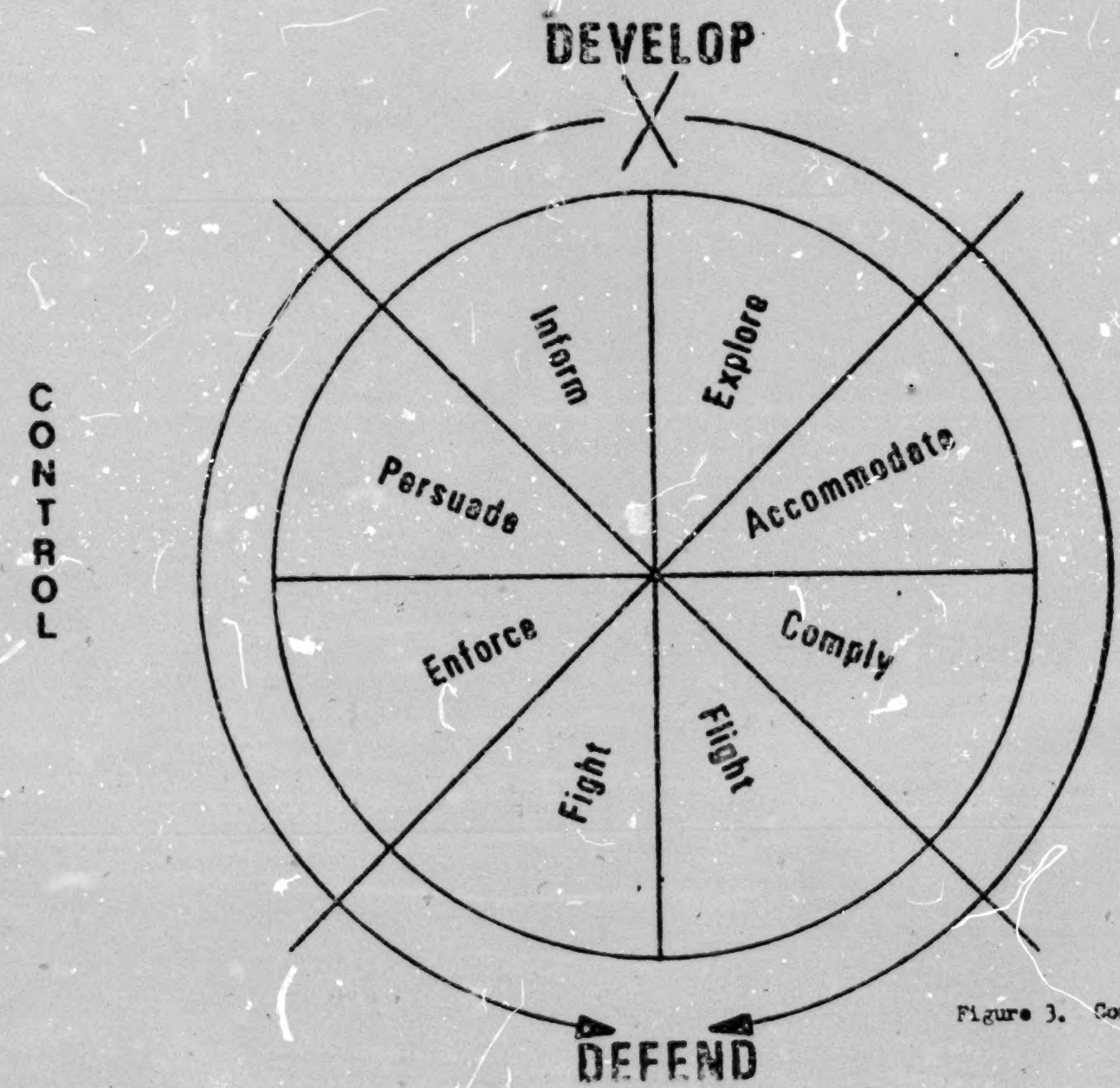


Figure 3. Communication Model[4]

Another way to use the Model is to view the Developmental quadrant as one where the communicators are most concerned with the problem and how their expertise and knowledge can be employed in its solution. Moving to the left toward increasing influence in the Controlling quadrant, the people are most concerned with solving the problem the way they see it. Moving in the other direction toward the Relinquishing quadrant, the persons involved are most concerned with solving the problem to meet the expectations of other people. In the Defensive quadrant there is almost no concern with the problem. Rather, the individuals are mainly concerned with self and become defensive, likely to fight or to flee. The four communication patterns are described and related to educational supervisory practice below.

The Developmental Pattern: Influence flows back and forth between people. One action-reaction pattern is to Inform and Stimulate. The attempt is made to build commitment, to get understanding, and to stimulate discussion and interaction. The supervisor thinks in terms of what he or she can contribute or how to constructively challenge the supervisee. The aim is to develop alternatives and provide information that can provide a basis for problem solving. The second pattern is to Explore and to seek out opinions of others and to listen with understanding. The Developmental approach is applicable in many supervisory situations especially where joint commitment is important: i.e., where those involved do not have all the facts, experience and knowledge involved, where there may be resistance or a difference of opinion among the people involved, or where there's a need for creativeness or innovation. The developmental pattern operates from Theory Y assumptions. The psychological view is one in which the supervisee is described as having the capacity to work cooperatively and independently.

The Controlling Pattern: In this pattern, the communicator attempts to exert his or her influence to stay in control. One approach is to persuade. The Supervisor knows what he or she wants and uses a variety of arguments or incentives to convince the other to take the same view. Another approach is to impose one's view upon another. This may be accomplished by threats or via power and authority. The student or supervisee does as the supervisor asks under threat of a poor grade or recommendation. The controlling approach is related to Theory X assumptions: i.e., supervisees need to be pushed and controlled tightly in order to ensure that they work sufficiently hard. The controlling approach may be applicable when a joint commitment or motivation is unimportant or when there is an emergency or crisis requiring immediate action. Such an approach might be applicable if, incidental learning excepted, the supervisor has all the facts, knows the situation and has the necessary experience and knowledge to make a judgment. However, in order to control someone's behavior, it is necessary to have some authroity or control over alternatives. Thus, a controlling or authoritative approach rarely works with peers. Although a supervisor may have some degree of power over a supervisee, controlling techniques will not necessarily induce action or motivate. Resistance has a way of surfacing in pressure situations.

The Relinquishing Pattern: In the relinquishing pattern, the communicator gives up all or part of his or her influence. Suggestions or directions are expressed in a more personal way to avoid sounding authoritative. The accommodating segment represents a communicator deferring to others and trying to fit in with their point of view without giving up own ideas or convictions. The other approach is to Comply or to Submit completely to the other person's point of view. The communicator is willing to do what is asked without resisting even though he or she may disagree. An example is the supervisor or supervisee whose goal is to find out what the other party wants and

then go along with that particular view even though personally not convinced. Persons operating in this way are likely to project a lack of initiative or assertiveness. The Relinquishing approach may be applicable temporarily when dealing with an individual in a highly emotional state. It may also be appropriate to relinquish when the other person has more information, experience, and facts. It is rarely appropriate to use this supervisory pattern merely to avoid some unpleasantness.

The Defensive Pattern: In this pattern, the person withdraws from the problem solving process. He or she either withdraws from the situation and refuses to contribute or strikes out at another person without addressing the problem at hand. Defensive communication patterns are generally undesirable and not appropriate in supervisory practice. However, people do sometimes engage in non-productive behavior and do have emotional reactions particularly in pressure situations. Since Flight and Fight reactions do occur, the supervisor must be alert to the symptoms and respond with understanding.

Among the four Communication patterns identified in the Model, Figure 3, the Developmental approach is often most effective in Supervising teachers. It works well because the aim is to identify causes of resistance and to work out joint solutions, and to produce high achievement and motivation. Describing teacher-student behavior in terms of these communication patterns can be a worthwhile approach to systematic analysis of a learning situation. The supervisee not only is learning about communication processes, but does not feel personally threatened when strong divergent professional viewpoints surface during supervisory sessions.

In conclusion, the Management Models described in this paper help to clarify supervisory practice into meaningful constructs. The models encourage a systematic, rational, problem solving approach which looks at the total educational environment and deals with the consequences of selected behavior. Methodologies and motivational

strategies are viewed as part of a whole, thus synthesizing theory and practice. The use of such models forces the supervisor to put into practice those very processes which their supervisees are expected to develop, use and to demonstrate in the classroom. Effective supervision requires building from a common base with the supervisee developing an understanding of the process. Time spent in learning to use the Management Models facilitates the interaction between the supervisor and supervisee. It also teaches the tools necessary for effective instruction and rational decision making. Thus, the content is important as well as the process. Often in descriptions of supervisory practice, the focus is entirely on process. Content is largely ignored possibly because of the complexity of the variables. The Management Models discussed in this paper help to clarify the variables.

The teacher of today needs more than competence in subject matter. He or she must be a competent decision maker and problem solver. He or she must be an effective communicator and motivator. A supervisory process which helps to develop those competencies is a winner. Management models such as the ones described in this paper are relevant to teacher supervision and instruction and supervisors may be well advised to use them to improve their effectiveness.

WLW:nel
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